

## CAREER MANAGEMENT SUCCESS

### COURSE DESCRIPTION

*Career Management Success* is a core course for career clusters. The course provides students with tools for achieving success in their academic, work, and personal lives. Course content emphasizes the basic skills and knowledge needed for employment success, as identified by industry and supported by relevant national standards. All course content is presented in a real-world context, providing concrete opportunities for developing personal and career goals, effective communication skills, teamwork abilities, and successful work attitudes. Upon completion of the course, students will be able to complete *Professional Development Program Level I and Level II* of SkillsUSA-VICA or other degree programs in other career and technical youth organizations.

**Prerequisite(s):** none

**Recommended Credits:** 1/2 or 1

- Note:** (1) Standards 1 through 9 apply for 1/2 credit. Standard 10 applies for 1 credit.  
(2) Students should use technology such as word-processing, spreadsheet, scheduling, or presentation software to create and present class products whenever possible.

<b>CAREER MANAGEMENT SUCCESS STANDARDS</b>
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- 1.0 Students will display attitudes necessary for achieving personal and academic success.
- 2.0 Students will demonstrate attitudes, skills, and strategies necessary for achieving workplace success.
- 3.0 Students will use teamwork skills to accomplish goals, solve problems, and manage conflict within groups.
- 4.0 Students will communicate effectively and comprehend oral and written communication.
- 5.0 Students will demonstrate job-seeking skills and exhibit employability characteristics required for employability and job retention in the workplace.
- 6.0 Students will adapt to the requirements of specific business or industry employability and job retention in the workplace.
- 7.0 Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.
- 8.0 Students will integrate multiple roles and responsibilities in family, work, and community settings.
- 9.0 Students will perform basic PC operations and file management using appropriate software.
- 10.0 Students will explore career opportunities and career paths offered in the local education system.

## **CAREER MANAGEMENT SUCCESS**

### **STANDARD 1.0**

Students will display attitudes necessary for achieving personal and academic success.

### **LEARNING EXPECTATIONS**

The student will:

- 1.1 Examine learning styles and adapt learning strategies to their identified styles.
- 1.2 Prioritize and manage personal and academic activities using time management strategies.
- 1.3 Use advanced study skills.
- 1.4 Diagram steps required to achieve identified short and long-term goals.
- 1.5 Generate personal strategies for managing stress.
- 1.6 Model attitudes conducive to personal success.

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 1.1.A Analyzes their personal learning styles.
- 1.1.B Incorporates study strategies appropriate for their learning styles.
- 1.2.A Evaluates their current use of time.
- 1.2.B Plans time to achieve goals.
- 1.3.A Assesses their current study skills.
- 1.3.B Uses advanced note-taking ability.
- 1.3.C Formulates appropriate study strategies for given tasks.
- 1.4.A Generates personal, financial, educational and career goals.
- 1.4.B Designs strategies for achieving short and long-term goals.
- 1.4.C Compares available course offerings and paths for technical clusters.
- 1.4.D Plans personal education paths based on available courses and current career goals.
- 1.5.A Assesses potential sources of stress.
- 1.5.B Predicts effects of stress.
- 1.5.C Analyzes personal response to stress.
- 1.5.D Individualizes strategies for reducing or managing stress.
- 1.6.A Judges which attitudes are conducive to success.
- 1.6.B Modifies behavior to reflect attitudes for success.

### **SAMPLE PERFORMANCE TASKS**

- Students complete learning styles inventories.
- Students create calendars containing all activities and obligations for one month. Class discusses how to handle conflicting or competing obligations. Students then complete daily and weekly plans showing tasks, priorities, and scheduling.
- Students complete self-assessments of their study habits.

- Class explores study strategies for different subjects and tasks. Students then analyze two of their homework assignments and select the best strategies for completing them.
- Each student creates a “life map,” showing necessary steps or “landmarks” along the path to personal, financial, educational, and career goals.
- Guidance counselor visits class to explain education path options within career cluster. Students take notes and then work in small groups to create flow charts of the path options.
- Students list sources of stress in their lives. After class discussion of strategies for dealing with stress, students select appropriate strategies for dealing with each of their sources of stress.
- Students list attitudes that lead to success. They then rate themselves individually in these areas. In pairs, students work together to suggest strategies for overcoming the weaknesses identified in their own and their partners’ self-assessments. The pairs share with the class the strategies they develop.

### **INTEGRATION LINKAGES**

Foundation for Industrial Modernization (FIM). *What Manufacturing Workers Need to Know and Be Able to Do: National Voluntary Skill Standards for Advanced High Performance Manufacturing*. Washington, DC: National Coalition for Advanced Manufacturing, 1995.

International Technology Education Association. *Standards for Technological Literacy: Content for the Study of Technology*. International Technology Education Association. Reston, VA, 2000.

Manufacturing Skill Standards Council. *A Blueprint for Workforce Excellence (draft skill standards for manufacturing.)* Manufacturing Skill Standards Council, 2001.

English/Communications/Sociology skills and content. *Professional Development Program*, SkillsUSA-VICA, Secretary’s Commission on Achieving Necessary Skills (SCANS).

## **CAREER MANAGEMENT SUCCESS**

### **STANDARD 2.0**

Students will demonstrate attitudes, skills, and strategies necessary for achieving workplace success.

### **LEARNING EXPECTATIONS**

The student will:

- 2.1 Analyze the role of values and ethics in career and workplace.
- 2.2 Correlate lifestyle requirements with career decisions.
- 2.3 Assess implications of diversity for communities and workplaces.
- 2.4 Infer relationships between work ethics and organizational and personal job success.
- 2.5 Demonstrate attitudes conducive to workplace success.

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 2.1.A Evaluates the importance of values and ethics.
- 2.1.B Assesses their personal values.
- 2.1.C Structures a decision-making process based on identified values.
- 2.1.D Integrates their values into workplace behavior.
- 2.2.A Distinguishes factors that impact lifestyle.
- 2.2.B Appraises personal lifestyle choices and analyzes their implications.
- 2.2.C Correlates lifestyle choices with desired quality of life.
- 2.3.A Analyzes the role of culture in school and work.
- 2.3.B Critiques school cultures and infers its impact on individuals.
- 2.3.C Points out benefits and problems that may arise from diversity.
- 2.3.D Devises solutions to problems arising from diversity.
- 2.4.A Illustrates the concept of a “work ethic.”
- 2.4.B Assesses the potential impact of an individual’s work ethic on an organizational system.
- 2.4.C Infers the relationship between work ethics and personal job success.
- 2.5.A Judges which attitudes are conducive to success.
- 2.5.B Modifies behavior to reflect attitudes for success.

### **SAMPLE PERFORMANCE TASKS**

- In small teams, students create scenarios involving ethical decisions on the job. Groups prepare their own responses to the scenarios and then exchange scenarios with another team to solve. Each team presents its resolution and describes its decision-making process.
- Students complete life choices surveys to identify their desired lifestyles.
- Each student creates a “life map,” showing necessary steps or “landmarks” along the path to personal, financial, educational, and career goals.

- Students are divided into two groups—“Alphas” and “Betas.” The two groups have different cultures and customs. The groups meet to complete a joint construction project. Each group behaves according to its assigned group’s culture. When finished, the class discusses the impact of the cultural differences on the joint project.
- Students list attitudes that lead to success. They then rate themselves individually in these areas. In pairs, students work together to suggest strategies for overcoming the weaknesses identified in their own and their partners’ self-assessments. The pairs share with the class the strategies they develop.
- Students are divided into groups of four to six. Each group is given a different scenario of a manufacturing workplace situation in which an employee demonstrates a poor work ethic. The group identifies the problem and all the possible ramifications of the individual’s behavior for the organization, other employees, and the employee him/herself. Each group then presents its scenario and analysis to the class.

### **INTEGRATION LINKAGES**

Foundation for Industrial Modernization (FIM). *What Manufacturing Workers Need to Know and Be Able to Do: National Voluntary Skill Standards for Advanced High Performance Manufacturing*. Washington, DC: National Coalition for Advanced Manufacturing, 1995.

International Technology Education Association. *Standards for Technological Literacy: Content for the Study of Technology*. International Technology Education Association. Reston, VA, 2000.

Manufacturing Skill Standards Council. *A Blueprint for Workforce Excellence (draft skill standards for manufacturing.)* Manufacturing Skill Standards Council, 2001.

English/Communications/Sociology skills and content. *Professional Development Program*, SkillsUSA-VICA, Secretary’s Commission on Achieving Necessary Skills (SCANS).

## **CAREER MANAGEMENT SUCCESS**

### **STANDARD 3.0**

Students will use teamwork skills to accomplish goals, solve problems, and manage conflict within groups.

### **LEARNING EXPECTATIONS**

Students will:

- 3.1 Analyze the role and functions of teams in the workplace.
- 3.2 Perform the functions of various roles within a team.
- 3.3 Use strategies to resolve or reduce conflicts within groups.
- 3.4 Give and receive constructive criticism.
- 3.5 Achieve solutions as members of a multicultural team.

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 3.1.A Expresses the potential benefits of teamwork.
- 3.1.B Analyzes the characteristics of an effective team.
- 3.1.C Progresses through the stages of team development.
- 3.1.D Overcomes potential barriers to team performance.
- 3.2.A Assesses the functional and behavioral roles within a team.
- 3.2.B Serves in each of the functional roles of a team.
- 3.3.A Resolves conflicts within groups.
- 3.3.B Demonstrates negotiation and persuasive skills within groups.
- 3.4.A Demonstrates appropriate and positive examples of giving and accepting criticism.
- 3.4.B Modifies behavior or revises work based on appropriate criticism.
- 3.5.A Initiates problem-solving processes.
- 3.5.B Solves problems in cooperation with other members of a diverse group.

### **SAMPLE PERFORMANCE TASKS**

- Students are divided into groups of four to six. Each group is provided with an erector set and asked to get organized and plan a process for assembling a product used in industry.
- As part of the activity above, groups explain how team members' roles developed or were assigned.
- Individual student volunteers role-play conflict situations within teams and illustrate the use of intervention techniques for resolving the situations.
- Students are divided into pairs. Each pair is given a point for criticism, such as poor hygiene, poor work performance, and so on. The pair role-plays giving and receiving the criticism in a constructive way. As a class, students then discuss their reactions and the strategies they used to give and receive criticism appropriately.

- Students are divided into groups. Each group must complete a project by solving a problem that requires cooperation within the team (for example, constructing a Tinker Toy building by exchanging components).

### **INTEGRATION LINKAGES**

Foundation for Industrial Modernization (FIM). *What Manufacturing Workers Need to Know and Be Able to Do: National Voluntary Skill Standards for Advanced High Performance Manufacturing*. Washington, DC: National Coalition for Advanced Manufacturing, 1995.

International Technology Education Association. *Standards for Technological Literacy: Content for the Study of Technology*. International Technology Education Association. Reston, VA, 2000.

Manufacturing Skill Standards Council. *A Blueprint for Workforce Excellence (draft skill standards for manufacturing.)* Manufacturing Skill Standards Council, 2001.

Ford Academy of Manufacturing Sciences (FAMS curriculum). Project Lead the Way curriculum.

English/Communications/Sociology skills and content. *Professional Development Program*, SkillsUSA-VICA, Secretary's Commission on Achieving Necessary Skills (SCANS).



## **CAREER MANAGEMENT SUCCESS**

### **STANDARD 4.0**

Students will communicate effectively and comprehend oral and written communication.

### **LEARNING EXPECTATIONS**

The student will:

- 4.1 Demonstrate effective verbal communication.
- 4.2 Demonstrate effective written communication in various business formats.
- 4.3 Demonstrate listening skills and oral comprehension.
- 4.4 Demonstrate comprehension of written communication.

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 4.1.A Evaluates the importance of clear and effective communication.
- 4.1.B Predicts consequences of poor communication.
- 4.1.C Analyzes characteristics of effective oral communication.
- 4.1.D Demonstrates effective oral communication skills in class and during team activities.
- 4.3.A Analyzes characteristics of effective written communication.
- 4.3.B Creates effective business letters, memos, and e-mail.
- 4.3.C Selects appropriate communication styles for given audiences.
- 4.4.A Analyzes characteristics of good listening.
- 4.4.B Demonstrates good listening skills in class and during team activities.
- 4.5.A Interprets and uses written information in common job formats, such as tables, lists, charts, graphs, and diagrams.
- 4.5.B Chooses a reading strategy appropriate to the purpose.

### **SAMPLE PERFORMANCE TASKS**

- One student volunteers to be the “communicator.” The volunteer is given a simple drawing composed of basic shapes and lines. With his or her back to the class, the volunteer describes the drawing while the other students try to draw the figure based on the verbal description. When completed, students compare their drawings with the original drawing.
- Students locate news stories in which poor communication led to serious negative results, such as an accident or military conflict.
- Students are divided into groups of four or five. In each group, students select one person to role-play a manufacturing plant employer interviewer and another to role-play a production worker job applicant. Group members evaluate the role-players’ communication. A representative from each group reports the results.
- Students are given a business scenario requiring written communication. Students choose the most appropriate format for the given situation (letter, memo, or e-mail) and create

the item. Each student then exchanges with another student, who evaluates the item's effectiveness and appropriateness.

- Students are divided into pairs. One student in each pair is given a news article several paragraphs in length. This student reads the article to the other student. The second student then relates the news story to the class.
- Each student is given a sample of a table, chart, graph, or diagram. After reviewing the samples, the students are asked to explain to the class the information.

### **INTEGRATION LINKAGES**

Foundation for Industrial Modernization (FIM). *What Manufacturing Workers Need to Know and Be Able to Do: National Voluntary Skill Standards for Advanced High Performance Manufacturing*. Washington, DC: National Coalition for Advanced Manufacturing, 1995.

International Technology Education Association. *Standards for Technological Literacy: Content for the Study of Technology*. International Technology Education Association. Reston, VA, 2000.

Manufacturing Skill Standards Council. *A Blueprint for Workforce Excellence (draft skill standards for manufacturing.)* Manufacturing Skill Standards Council, 2001. Ford Academy of Manufacturing Sciences (FAMS curriculum). Project Lead the Way curriculum.

English/Communications/Writing/Reading skills and content. *Professional Development Program*, SkillsUSA-VICA, Secretary's Commission on Achieving Necessary Skills (SCANS).

## **CAREER MANAGEMENT SUCCESS**

### **STANDARD 5.0**

Students will demonstrate job-seeking skills and exhibit employability characteristics required for employability and job retention in the workplace.

### **LEARNING EXPECTATIONS**

Students will:

- 5.1 Plan a job search strategy.
- 5.2 Exhibit positive interview behavior.

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 5.1.A Creates personal resumes in standard business format.
- 5.1.B Completes standard employment application forms.
- 5.2.A Models appropriate interview behavior.
- 5.2.B Generates appropriate responses to common interview questions.
- 5.2.C Selects appropriate attire for an employment interview.

### **SAMPLE PERFORMANCE TASKS**

- Students create personal portfolios that include their resumes, sample job applications, prepared responses to common interview questions, and samples of work.
- Students participate in mock interviews with community business volunteers.
- Students work in small groups. Each group is given a real-world sample of an employee performance review document. Group members discuss the possible job behaviors that might have resulted in positive or negative results within the evaluation. Students also suggest strategies the employee can use to improve performance.

### **INTEGRATION LINKAGES**

Foundation for Industrial Modernization (FIM). *What Manufacturing Workers Need to Know and Be Able to Do: National Voluntary Skill Standards for Advanced High Performance Manufacturing*. Washington, DC: National Coalition for Advanced Manufacturing, 1995.

International Technology Education Association. *Standards for Technological Literacy: Content for the Study of Technology*. International Technology Education Association. Reston, VA, 2000.

Manufacturing Skill Standards Council. *A Blueprint for Workforce Excellence (draft skill standards for manufacturing.)* Manufacturing Skill Standards Council, 2001.

Communications/Business skills and content. *Professional Development Program*, SkillsUSA-VICA, Secretary's Commission on Achieving Necessary Skills (SCANS).

## **CAREER MANAGEMENT SUCCESS**

### **STANDARD 6.0**

Students will adapt to the requirements of specific business or industry employability and job retention in the workplace.

### **LEARNING EXPECTATIONS**

The student will:

- 6.1 Model attitudes, actions, and behaviors required for successful performance on the job.
- 6.2 Demonstrate an appropriate workplace appearance.
- 6.3 Analyze the importance of a wellness program for employees.

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 6.1.A Analyzes factors leading to job success.
- 6.1.B Compiles a list of common criteria used in employee evaluations.
- 6.1.C Prepares appropriate questions and responses for mock employee evaluations.
- 6.1.D Correlates job performance evaluations with salary and promotion decisions.
- 6.1.E Formulates job-retention strategies.
- 6.2.A Distinguishes between appropriate and inappropriate attire for various work environments.
- 6.2.B Exhibits grooming and hygiene practices appropriate for a workplace.
- 6.3 Formulates a wellness program for individuals and a specific industry.

### **SAMPLE PERFORMANCE TASKS**

- Students come to class on a designated day demonstrating appropriate workplace dress and grooming.
- Students participate in mock employee evaluations with community business volunteers.
- Students work in small groups. Each group is given a real-world sample of an employee performance review document. Group members discuss the possible job behaviors that might have resulted in positive or negative results within the evaluation. Students also suggest strategies the employee can use to improve performance.
- Students will develop an individual wellness plan to include good nutrition, exercise and health habits.
- Students will work in small groups to develop a wellness plan for a specific industry.

### **INTEGRATION LINKAGES**

Foundation for Industrial Modernization (FIM). What Manufacturing Workers Need to Know and *Be Able to Do: National Voluntary Skill Standards for Advanced High Performance Manufacturing*. Washington, DC: National Coalition for Advanced Manufacturing, 1995.

International Technology Education Association. *Standards for Technological Literacy: Content for the Study of Technology*. International Technology Education Association. Reston, VA, 2000.

Manufacturing Skill Standards Council. *A Blueprint for Workforce Excellence (draft skill standards for manufacturing.)* Manufacturing Skill Standards Council, 2001.

Communications/Business skills and content. *Professional Development Program*, SkillsUSA-VICA, Secretary's Commission on Achieving Necessary Skills (SCANS).

## **CAREER MANAGEMENT SUCCESS**

### **STANDARD 7.0**

Students will demonstrate leadership, citizenship, and teamwork skills required for success in the school, community, and workplace.

### **LEARNING EXPECTATIONS**

The student will:

- 7.1 Cultivate positive leadership skills.
- 7.2 Participate in a student organization directly related to their program of study as an integral part of classroom instruction.
- 7.3 Assess situations and apply problem-solving and decision-making skills within the school, community, and workplace.
- 7.4 Participate as team members.

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 7.1.A Demonstrates character and leadership using creative-and critical-thinking skills.
- 7.1.B Uses creative thought process by “thinking outside the box.”
- 7.2.A Relates the creed, purposes, motto, and emblem of their student organization directly related to personal and professional development.
- 7.2.B Plans and conducts meetings and other business according to accepted rules of parliamentary procedure.
- 7.3.A Makes decisions and assumes responsibilities.
- 7.3.B Analyzes a situation and uses the Professional Development Program or career technical student organization materials directly related to the student’s program of study to resolve it.
- 7.4.A Organizes committees and participates in functions.
- 7.4.B Cooperates with peers to select and organize a community service project.

### **SAMPLE PERFORMANCE TASKS**

- Students create a leadership inventory and use it to conduct a personal assessment.
- Students participate in various career technical student organizations’ programs and/or competitive events.
- Students evaluate an activity within the school, community, and/or workplace and project effects of the project.
- Students implement an annual program of work.
- Students prepare a meeting agenda for a specific career technical student organization monthly meeting.
- Students attend a professional organization meeting.

- Students participate in the American Spirit Award competition with SkillsUSA-VICA.
- Students complete proficiency development in a career technical student organization.
- Students complete *Professional Development Program Level I and Level II*, SkillsUSA-VICA.

### **INTEGRATION LINKAGES**

SkillsUSA-VICA, *Professional Development Program*, SkillsUSA-VICA, Communications and Writing Skills, Teambuilding Skills, Research, Language Arts, Sociology, Psychology, Math, Math for Technology, Applied Communications, Social Studies, Problem Solving, Interpersonal Skills, Employability Skills, Critical-Thinking Skills, Secretary's Commission on Achieving Necessary Skills (SCANS), Chamber of Commerce, Colleges, Universities, Technology Centers, and Employment Agencies. *Professional Development Program*, SkillsUSA-VICA, Secretary's Commission on Achieving Necessary Skills (SCANS).

## **CAREER MANAGEMENT SUCCESS**

### **STANDARD 8.0**

Students will integrate multiple roles and responsibilities in family, work, and community settings.

### **LEARNING EXPECTATIONS**

The student will:

- 8.1 Analyze the contribution of the family to the development of its members individually, as family members, and as members of the community and workforce.
- 8.2 Analyze strategies to manage multiple individual, family, work, and community roles and responsibilities.
- 8.3 Demonstrate the transfer of employability and other related skills to and workplace settings.

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 8.1A Describes the contemporary family system as a foundation of society, which instills values and standards of behavior and provides human resources for the work force.
- 8.1B Compares how individuals and families are affected by work life and how families affect work life.
- 8.1C Analyzes work as a means of achieving personal and family goals.
- 8.2A Analyzes the impact of social, economic, and technological change on the workforce and family.
- 8.2B Determines ways that an individual can prepare for multiple roles in adulthood.
- 8.2C Identifies management strategies for balancing work and multiple adult roles.
- 8.2D Makes decisions that support and strengthen the integration of multiple adult roles and responsibilities.
- 8.3A Determines personal and family management skills that transfer to the workplace and community.
- 8.4B Practices personal and family management skills that are transferable to the workplace and community.

### **SAMPLE PERFORMANCE TASKS**

- Write and role-play scenarios depicting values or behaviors being learned in the family.
- Develop a power point presentation depicting changes in the job market and the resulting impact on the individual and family.
- Complete an assessment of personal interests, characteristics, skills, and their compatibility with varied career options.
- Brainstorm the correlation between family support and job success.



- Develop a chart comparing the impact of being employed or not being employed on the well being of self and family.
- Using technology and various forms of the media, examine policies, issues, and trends in the workplace and community that impact individuals and families.
- Develop and implement a plan for maintaining good health throughout the life cycle.
- Develop and implement a career plan.
- Use a personal and family calendar to assist with personal and family management.
- Practice good grooming habits.
- Practice time and stress management techniques.
- Using case studies and personal situations, make decisions that support and strengthen the integration of multiple roles and responsibilities.
- Practice a positive attitude.
- Practice positive conflict resolution methods.

### **INTEGRATION LINKAGES**

Core skills (decision making, problem solving, critical thinking, Technology Career and Technical Student Organizations, Family and Consumer Sciences National Standards, SCANS (Secretary's Commission on Achieving Necessary Skills), English Gateway Standards, *Professional Development Program*, SkillsUSA-VICA.

## **CAREER MANAGEMENT SUCCESS**

### **STANDARD 9.0**

Students will perform basic PC operations and file management using appropriate software.

### **LEARNING EXPECTATIONS**

The student will:

- 9.1 Demonstrate the ability to perform basic PC operations.
- 9.2 Selects the appropriate software for a given problem or task.
- 9.3 Perform file management tasks.

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 9.1.A Navigates the file system.
- 9.1.B Properly uses PC peripherals such as mouse, keyboard, disk drives, and so on.
- 9.1.C Performs proper start-up and shutdown procedures.
- 9.2.A Uses word processing software to create a document.
- 9.2.B Uses a spreadsheet program to manipulate and present numeric data.
- 9.2.C Uses presentation software to develop a graphical presentation.
- 9.2.D Uses e-mail program to communicate with another e-mail user.
- 9.3.A Creates, saves, renames, moves, copies, prints, and deletes a file.
- 9.3.B Organizes files.

### **SAMPLE PERFORMANCE TASKS**

- Identify basic computer components.
- Write, edit, save, and print a report.
- Create, edit, save, and print a graphical presentation.
- Create, edit, send, manage, and receive e-mail.
- Create a subdirectory and move related files into it.
- Create a file back up by copying to another medium, such as a floppy disk or network drive.

### **INTEGRATION LINKAGES**

SkillsUSA-VICA, *Professional Development Program*, Computer Skills, Technology Literacy, Secretary's Commission on Achieving Necessary Skills (SCANS)

## **CAREER MANAGEMENT SUCCESS**

### **STANDARD 10.0**

Students will explore career opportunities and career paths offered in the local education system.

### **LEARNING EXPECTATIONS**

The student will:

- 10.1 Explain the titles, roles, and functions of individuals engaged in the career paths offered at their local high school.
- 10.2 Investigate employment and entrepreneurial opportunities.
- 10.3 Evaluate personal characteristics required for working in the various career paths offered at their local high school.
- 10.4 Investigate post-secondary education, professional organizations, trade publications, and web sites appropriate for continuing education.

### **PERFORMANCE STANDARDS: EVIDENCE STANDARD IS MET**

The student:

- 10.1.A Compares the roles and functions of various career paths.
- 10.1.B Rotates through various courses offered at the local high school.
- 10.2 Compares government and private industry career plans for various career paths.
- 10.3 Profiles personal characteristics, which are beneficial to the success of a professional in various career paths.
- 10.4 Sets up and maintains files outlining professional organizations, publications, web sites, current issues, future trends, and emerging technologies in legal and protective service careers.

### **SAMPLE PERFORMANCE TASKS**

- Develop a profile of career opportunities offered in the local high school..
- Develop a personal career plan.
- Appraise career organizations. Explain the purpose and how each organization benefits the profession.
- Research and present information on key individuals from a career.
- Design and apply a rubric that will assess student ability to perform in given areas of importance indigenous to a chosen career.
- Incorporate guest speakers to illustrate title roles and functions of various career paths.
- Shadow a professional and complete a questionnaire on the experience.
- Participate in the Bulletin Board Display competition in Tennessee SkillsUSA-VICA.

## **CAREER MANAGEMENT SUCCESS**

### **SAMPLING OF AVAILABLE RESOURCES**

- Bailey, Larry. *Working: Learning a Living*. Carbondale, IL: South-Western Educational Publishing, 1997.
- Bingham, Mindy, and Stryker, Sandy. *Career Choices Curriculum*. Santa Barbara, CA: Academic Innovations.
- CORD. *Necessary Skills Now for Manufacturing*. Waco, TX: CORD Communications, 1999.
- Levitt, Julie Griffin. *Your Career: How to Make It Happen*. Boise, ID: South-Western Educational Publishing, 2000.
- Kimbrell, Grady, and Vineyard, Ben S. *Succeeding in the World of Work*. New York: Glencoe/McGraw-Hill, 1998.
- Marks-Beale, Abby. *Success Skills: Strategies for Study and Lifelong Learning*. Wallingford, CT: South-Western Educational Publishing, 2001.
- Foundation for Industrial Modernization (FIM). *What Manufacturing Workers Need to Know and Be Able to Do: National Voluntary Skill Standards for Advanced High Performance Manufacturing*. Washington, DC: National Coalition for Advanced Manufacturing, 1995.
- International Technology Education Association. *Standards for Technological Literacy: Content for the Study of Technology*. International Technology Education Association. Reston, VA, 2000.
- Manufacturing Skill Standards Council. *A Blueprint for Workforce Excellence (draft skill standards for manufacturing.)* Manufacturing Skill Standards Council, 2001.